

Measuring the Roles and Communication Patterns of School Committees in Improving School Quality on Basic Education Level in Yogyakarta

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Abstract

The study deals with measuring the role and communication pattern of school committee in improving school quality on basic education level in Yogyakarta. School committee is an independent organization as a way for society to increase quality and efficiency of school management. It is an effort to realize school management based on society. Thus, the success of education is not merely the responsibility of central government, but also provincial government, school's bureaucracy, parents as well as society. Although the existence of school committee can motivate society to participate in education management, but due to relatively new, some distortions still occur. Therefore, the role of school committee is highly expected for society to participate in school management optimally. This phenomenon has been happened in many SD (primary schools in Yogyakarta city). This Research used qualitative methods with descriptive-qualitative approach. Non-participant observation and in-depth interview were used to collect the data. The study indicates that the school committees played roles as advisory, supporting, controlling, and mediating agencies at SDN Serayu, SDN Pujokusuman I, SDN Percobaan I and SD Muhammadiyah Sukonandi in Yogyakarta city. Nonetheless, the roles were still not optimized. It means that the role of school committee at these schools were still equal to BP3 model. The role of school committees were more focussed on the development of school. This condition is contrast to other school committees developed in SD Ungaran I and SD Muhammadiyah Sapen whose role and communication had run effectively.

Keywords: school committee, school management, role and communication patterns

Background

The problem of education quality in this country is still in a blurry picture and lagging behind neighbouring countries. Various studies showed that numbers proving the declining quality of education in Indonesia compared to other developing countries in ASEAN. Quality education does not only judge the ability based on passing grade exams. Quality education is oriented to produce innovative generations who are ready to compete in the global era (*Kompas*, 10/05/2008, p.12).

Based on the survey of Political and Economic Risk Consultants (PERC), the quality of education in Indonesia is on the 12th rank of 12 countries in Asia. Indonesia's position was under Vietnam. The survey result in 2007 World Competitiveness Year Book described educational competitiveness of 55 countries surveyed; Indonesia was on the 53th rank.

Another impact of the low quality of education

can be seen from Human Development Index (HDI) of Indonesia. Based on the report of United Nation Development Program/UNDP HDI in 2007, from 177 countries published Indonesia HDI was on the 107th rank. Indonesia got index 0.728. In ASEAN, Indonesia was on the 7th rank of nine ASEAN countries published. The first rank in ASEAN was Singapore with HDI 0.922, followed by Brunei Darussalam 0.894, Malaysia, 0.811, Thailand 0.781, Philippines, 0.771 and Vietnam, 0.733. Meanwhile, Cambodia 0.598 and Myanmar 0.583 were under HDI Indonesia, (www.padang-tv.com, 2008).

Behind the portrait of the quality of education that is still low, the government had not also been able to create education for all. Education fee that is more expensive extended the line of uneducated children. Based on the research result of International Labor Organization (ILO) the number of school dropouts in Indonesia reached 4.18 million. Then 8000 under age

children who worked have dropped out of schools. This means that the education still has not reached poor societies. Free school launched was only a political commodity before the election campaign.

In the mid year 2008, as the rise of the living cost resulted in the rise of fuel price, then it was predicted that the number of school dropouts will increase. At the beginning of 2008, based on the report of the Head of Yogyakarta Education Office, there are thousand children of elementary school ages had not received their basic education yet. It was about 5151 children in Yogyakarta who were mostly poor, (www.suaramerdeka.com, accessed May 3, 2008). It was predicted after increasing the fuel price, there will be many children who could not complete the compulsory education of nine years. If this is allowed, then the future will show generations who have low human resources. This is a challenge for Indonesian nation to face the global competition demanding the quality of human resources.

Nurkholis (2003) mentions several weaknesses that show the low quality of education in Indonesia among others: "The government is too eager to master education sector, for education in Indonesia there is no benchmark standard quality". Benchmark standard quality here is the benchmark standard version of education constituencies.

Since 2002 Indonesia Government has instructed the implementation of the management system of School Based Management (SBM) in all schools and *madrasah*. This instruction is based on the new paradigm of education management considering the importance of education management at school conducted the decentralization. School Based Management is based on the principle of participation, transparency, accountability, and participatory decision-making.

Democratization of education management

confirmed through UU number 20, 2003 about National Education System. In article 4, paragraph 1 stated "Education is held in the democratic and fair way and it is not discriminatory to uphold human rights, religious values, cultural values and diversities of the nation" (*Depdiknas*, 2003). This provision implies the empowerment of societies in the education, and then it is not an authority of the central government.

Before the term of school committee known by societies recently, formerly it is known by societies as *Badan Pembantu Penyelenggara Pendidikan* (BP3). BP3 in every school formed by the decision of Minister of Education and Culture No: 0293/U/1993, August 5, 1993. The objective is to assist the smooth implementation of the education at schools in making serious efforts to take care, nurture, enhance and develop the national education by utilizing parenting capability, public, and surrounding environment. Next, Decree of Ministry of National Education, No. 044/U/2002 April 2, 2002, BP3 transformed into School Committees.

When it is examined to two decrees, the change lies in the expansion of School Committees' roles compared to BP3. There are four roles to be performed by School Committees, namely: first, as an advisory agency giving consideration to schools about curriculum, teachers' teaching skills, future goals and policies of school funding. Second, supporting agency providing aids to schools in terms of the development/maintenance of physical school, school fee/SPP/SOP, student's school fee/scholarships and seeking funds to schools from donors/business men/industries. Third, the regulators (controlling agency) providing oversight of schools including the evaluation plan and realization of school programs, RAPBS evaluation, evaluation of learning output and student achievement, evaluation of teacher discipline,

administration and cleaning staff, evaluation of the head master's leadership and evaluation of parents' support in educational operations at schools. Fourth, the mediator agency or a connector will provide information to parents and societies about the school condition and school renovation and joint activities between the schools and industries/local entrepreneurs to broaden students (*Depdiknas*, 2003).

From the principles used, the application of MBS will depend on the willingness and ability of societies to carry out its roles. In the concept of School Based Management, the societies placed as the most interested groups so that the implementation and management of schools should be adjusted (relevant) with potencies, needs, and expectations of societies.

The birth of school committees initiated by the government, indicating the government's political will to empower societies in the education management at schools. The Education Law (Article 56/2003) states that School Committees are schools' partners to develop the quality of schools using school based management and democratic, transparent and accountable societies.

Although school committees drive higher quality of the realization of education management at schools, but as a relatively new thing, practically there are many distortions, particularly the participation of school committees in the process of policy formulation, implementation, control, and evaluation of school policies. The school tendency to ignore societies in its processes since it is the habit of centralized education management era and it is continuing to this day. Even the societies still tend to be apathetic to the school management as a result of their removal for access to participate in school management.

Those problems make this research urgent, and encourage the researcher to do it. Moreover this

research conducted in Yogyakarta, considering Yogyakarta's predicate. Based on Yogyakarta development visions, Region Long-Term Development Plan 2005-2025, it is to build "Yogyakarta as a quality education city, culture-based tourism and environmental perspective service centre". In realizing Yogyakarta development visions perused development missions. Where educational mission is to maintain Yogyakarta as the Education City by seeking participation of all societies, local governments and private sectors in order to realise the education in Yogyakarta has the highest quality standard in Southeast Asia, has high competitive advantages, high competence, suppress negative influences that can damage the education image of Yogyakarta; to create a system and a superior education policy; to help provisions of educational facilities, (www.jogja.go.id, 2008).

This research was focused on two issues. First was the school committee as an institution, including how the school committee's activities in recruiting and composition of its memberships. In this section the researcher noted the communication patterns woven into the memberships of school committees. Second was the participation and contribution of school committees in improving the quality of basic education services in Yogyakarta.

Literature Review

Participation Concepts

The term "participation" in Indonesian language often paired with the term "peran serta" or "keikutsertaan". So far, participation is only understood as people's participation physically, at the level of implementation in the field. This describes that societies are becoming targets or top-down policy objects. Chalpin (1991) defines participation as the process to take part in an activity. Participation means

the activities or behaviors that are active in humans.

According to Davis (in Almaidah, 2005) provides the definition of participation as "... a mental and emotional envelopment of a person in a group situation which encourage him to contribute to group goals and share responsibility for them". The definition include *first*, participation is a mental and emotional involvement, not just physical activity. The involvement of a person in a group is more psychological than physical. Therefore involvement is not only in task involved, but ego-involved. *Second*, the idea of participation is one's motivation to give a donation (motivation to contribution) manifested in the opportunity to develop initiative and creativity to the achievement of objectives. Participation is not just giving approval for something that was decided, but more psychological connection among members of the group. *Third*, the idea of participation is acceptance of responsibility in a group activity. Participation is a social process where they include in the group/organization more, and want their work successfully. The feeling of togetherness is more prominent in dealing with working problems than self-interest. Participation can encourage them more socially responsible to all members rather than mechanical responsibilities. Rahardjo emphasizes the need for a distinction between participation in mobilization. Participation is open, driven by our desire or internal forces emerged from consciousness while mobilization is the participation driven by external parties or external forces, and more or less coercion.

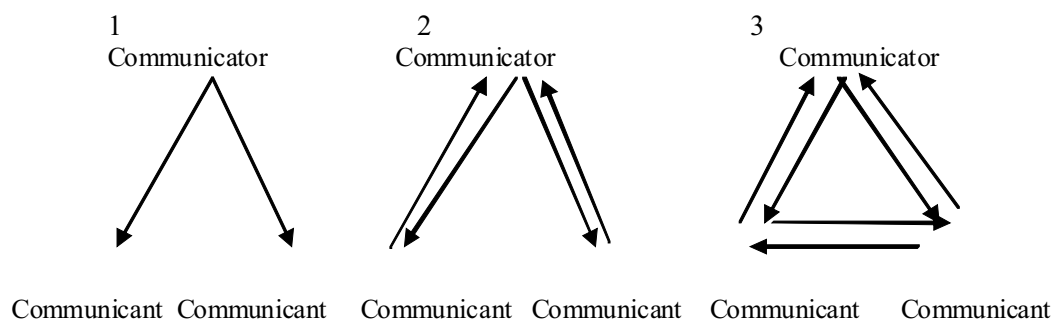
In the development, as the demands in democratization, the meaning of participation has experienced some changes.

According to Saptoyo (2003: 60), participation is societies' contribution in every stage of development, from the planning, implementation to evaluation of the programs. Based on the definition, Saptoyo maps the participation in three meanings: the willingness to voice their aspirations and thoughts (voice); involvement in the development process (access); and participation in the course of development control (control).

Communication Patterns

According to Sudjana (2000), there are three communication patterns used to develop a dynamic interaction in an effort to raise awareness of staffs and school committee members to carry out their roles, namely:

1. Communication as an act or one-way communication
Communicators role active as givers of the action and communicants are as receivers of the action. This form is a lecture form which is basically one-way communication, or communication as the action.
2. Interaction or communication as two-ways communication
Communicators and communicants can role as givers and receivers of the action. Both can give and receive each other.
3. Many-ways communication or communication as a transaction
Communication does not only involve a dynamic interaction between the communicator and communicant, but also may involve the dynamic interaction between other communicant elements.



Communication models emphasize on the process and function to share in term of knowledge and experience. Communication is as a process which all participants are dynamically active in fulfilling the social function as members of societies (Cangara, 2004).

Factors Influenced Communication Patterns

A communicator in communication brings the experiences, beliefs, values and attitudes acquired and learned from the interaction with other people and surroundings. Experiences, beliefs, values and attitudes belonged to someone to determine how someone communicates.

In addition to individual factors, environmental factors can also not be ignored. Because the school committees always interact with the social environment, so that the communication patterns occurred are also influenced by the social environment. Then the school committees in using a type of communication patterns are determined by individual and environmental factors.

School Committees

UU Number 25, 2000 about National Development Program (Education Sector Development) describes the formation of Education Councils and School Committees. Then, technically, it is described in the Decree of National Education Minister No. 044/U/2002 about forming Education

Councils in every district/city, and the formation of School Committees at any or several education units.

The school committee is a participation forum for societies in managing education in every or some school education units. The school committee is an independent forum becoming horizontal working partners in the school education management. Membership of the school committee is representative of stakeholders, which collaborates within the various elements in the schools, namely; element of teachers, administrators, students and societies. Element of societies consists of representatives of parents, society leaders, entrepreneurs, educational experts, LSM, representatives of alumni forum (which has grown up and independent), and Regional Advisory Agency/*Badan Pembangunan Daerah* (BPD).

The existence of school committees must rely on the basis of society participation in improving service quality and results of school education. The roles of school committees done by Depdiknas Dirjen Dikdasmen (2002) are as follows:

1. Advisory agency in the determination and implementation of education policies at education units.
2. Supporting agency, whether finance, thinking, and effort in implementing the education at education units.
3. Controlling agency within the transparency and accountability implementation and outputs of

4. Mediator between the governments (executive) with societies at education units.

The existence of school committees expected to assist the implementation of school-based management (SBM) because the goal is to facilitate the establishment of societies' aspirations in forming operational policies and educational programs at schools, to increase public responsibility in education, and transparency, accountability and democratization. To achieve these goals, school committees' roles are: First, advisory agency, which gives advisory to the schools in the identification and implementation of educational policies in education units. Second, supporting which provides support of finance, thought,

and effort in implementing education units. Third is controlling which controls the schools' performance in the context of transparency and accountability of the implementation and education outputs at education units. Fourth, mediator, the liaison between the schools and societies, schools with the executive and legislative branches. With its roles, the school committees (as the representative of stakeholders) have political will to determine the direction of education.

Operational formulations of school committees' roles detailed in the indicators of the school committees as stated in the following table:

Table 1
Indicators of School Committees' Work

Roles	School Committee	
	Education Management Function	Working Indicators
Advisory Agency	1. School Planning	1. Identifying of educational resources in societies. 2. Providing inputs in making RAPBS. 3. Organizing RAPBS meetings (schools, parents, societies) 4. Giving advisory of RAPBS changes. 5. Participating to approve RAPBS with the head masters
	2. Implementation Program a. Curriculum b. PBM c. Assessment.	1. Giving inputs to the process of education management at schools. 2. Giving inputs to the process of learning to the teachers.
	3. Education Resource Management a. HRD b. Sarpras c. Budget	a. Identifying potential educational resources in societies. b. Giving advisory of education staffs who can be helped at schools. c. Giving advisory of the facilities and infrastructures which can be helped at schools. d. Giving advisory of the budget that can be used at schools.

Supporting Agency	1. Resource management	<ul style="list-style-type: none"> a. Monitoring the condition of employment b. Mobilizing volunteer teachers c. Mobilizing non-teacher educators
	2. Management of facilities and infrastructures	<ul style="list-style-type: none"> a. Monitoring the condition of facilities and infrastructures b. Mobilizing aids of facilities and infrastructures c. Coordinating the support of facilities and infrastructures d. Evaluating the implementation of supporting facilities and infrastructures
	3. Budget Management	<ul style="list-style-type: none"> a. Monitoring the condition of the budget b. Mobilizing the support for the education budget c. Coordinating the support for the education budget d. Evaluating the implementation of budget support
Controlling Agency	1. Controlling education Planning at schools	<ul style="list-style-type: none"> a. Controlling the decision-making processes at schools b. Controlling the quality of school policy

Source: The Publication Project and Education Dissemination of Dirjen Dikdasmen Depdiknas, Jakarta 2003

Research Method

The research method used was qualitative descriptive. This method helps to identify the contribution of school committees in improving the quality of education. To collect the data, some techniques were employed, namely: literature studies, interviews (in-depth interviews), Focus Group Discussion, and field observations.

Research Object

Objects of this research are school committees on the basic education level of 6 elementary schools namely School Committees of SD Negeri Ungaran I, SD Negeri Serayu, SD Negeri Percobaan I, SD Negeri Pujokusuman, SD Muhammadiyah Sukonandi, and SD Muhammadiyah Sapen. The school committee considered as an institution which is as a sub-system of a school system while the observed roles are the

changing models of its participation from BP-3 paradigm and its contribution in promoting the quality of basic education in Yogyakarta.

Data Collection Method

In accordance with the method chosen, the data collection technique is done by several steps: First step, literature study, the data required in this research is non-statistical (non-quantitative). The literature study conducted to strategic data role towards school committees in its contribution to improve the quality of education.

Second step is Interview. After studying literature then it is conducted a detailed mapping of the problems, so the problems that arise are not just common sense. Interviews were conducted with parents of students, educational actors (teachers and head masters), school management committees, and

officials at the education office of Yogyakarta Government. In-depth interviews conducted with those who know and study about the roles of school committees and the development of quality education in Yogyakarta. Interviews also conducted to crosscheck the data obtained earlier.

The next step or third step is field observations. The field observations conducted to find facts in the field, by observing the condition of the field directly then it can be understood linkages between the various problems arising have been conducted. Observations carried out directly by the researcher to visit elementary schools in Yogyakarta directly which became the subject of this research

The fourth step, Focus Group Discussions, FGD in this research is to study the problems that obtained in-depth interview. Investigating the problem is done by focus group discussions. Discussions with societies conducted formally and informally. Formal discussions conducted by employing the meeting of school committee staffs. These discussions conducted structurally based on its program, time, participant, and location. Meanwhile, the informal discussion conducted unstructurally, its time, location, and participants.

Discussions in FGD structured are conducted by a facilitator helped by several assistant facilitators. FGD programs are as follows:

- a. Introduction and Ice Breaking so the discussion can be conducted more relax and friendly. This condition expected that each participant can reveal all the problems openly.
- b. The questions that have been summarized from in-depth interviews have been done. While here is possible to have new problems.
- c. Conducting the map with the test of cards. By giving mark together.
- d. In-depth discussion of the mapping problem,

here it has also conducted the mapping of actions and solutions to existing problems.

e. Closing

Informal discussions conducted unstructurally since it is followed after doing formal discussion. Informal discussions conducted because of limited time or even it has conducted to discuss the problems deeply. It has also done when there was a new problem faced by school committees.

Data Analysis

This research employed an integrated research techniques but it is integrated, so that the data generated more than one. In accordance with the triangulation method and as an attempt to obtain deep understanding of the problems, descriptive-exploratory process had been conducted carefully and thoroughly.

The process of data analysis was carried out in three steps (Sarantakos; 1993). First, data reduction, this step refers to the process of manipulation, integration, transformation and projection data when it is displayed. Second, organizing the data related to process information based on topics and specific points, categorization of the information in more specific themes, and presenting conclusions in some forms. Third is data interpretation.

Discussion

The formation of school committees in each or some educational units (schools) historically it is not just as a substitute of *Badan Pendukung Pembangunan Pendidikan*, or commonly known as BP3. Moreover, the formation of school committees in the education units is expected to be a forum of society participation in society based school management, as a vehicle to public controlling function and becomes a communicator between societies and schools or even Yogyakarta government.

School Committees' performance at Elementary Schools in Yogyakarta

The existence of School Committees at SD N Ungaran I and SD Muhammadiyah Sapen, Yogyakarta as the advisory, supporting, and controlling agency has worked well. But the function as a mediator between school and community (mediating agency) have not gone well. The existence of School Committees at SD N Ungaran I and SD Muhammadiyah Sapen Yogyakarta have important roles to improve the quality of education in the schools. This can be seen from the composition of the school committee staffs that the majority are intellectuals or academics (lecturers) who are very aware of the school committees' duties and responsibilities as part of the role in advancing the quality of school education. Besides, the intensity is high enough where the school committees regularly held a meeting every 2 weeks, to discuss not only about infrastructure, but also needs to improve the quality of education at SD N Ungaran I and SD Muhammadiyah Yogyakarta.

It is different from SD N Serayu, SD N Percobaan I, SD N Pujokusuman, SD Muhammadiyah Sukonadi which have just performed the function well as an advisory and supporting agency while other functions as a controlling agency and mediator between school and societies (mediating agency) have not gone well. Moreover, PP no. 48 January 1, 2009 about BOS programs and BOSDA forbidding the schools to ask payments to the students made School Committees dysfunction. Because SD N I Pujokusuman, the function of the School Committee is only as the fundraiser of the students who is not much different from BP3 at that time. Then the existence of the school committee at SD Sukonandi is like "suspended animation". According to Saptoto, MBA

as the chairman of the school committee at SD Muhammadiyah Sukonandi, the school committee was never involved in the preparation of RAPBS, the school committee is also rarely invited by the school. The school committee rolled when schools built the buildings such as the development of post-earthquake in Yogyakarta in 2006. The school committee also rarely held meetings between the staffs or even the members. After it was dysfunction for a long time, school committee held the meeting to discuss the progress of students and teachers or education (interview, September 10, 2009).

Factors Affecting the Roles of Elementary School Committees in Yogyakarta

Many respondents expected the ideal school committee in the future to have greater roles than today. Some people considered that a good working environment and qualified members were very important in order for the committees to work effectively with schools and societies to improve the quality of teaching and learning process. Formal meetings held regularly, but were still infrequent. They were often invited by the head masters to discuss the planning, implementation and funding of the school development plan (RAPBS).

The discussion in the next sub section presents supporting and inhibiting factors affecting the roles of the school committee as a forum for society participation in school management at SDN I Ungaran, SD N Serayu, SD N Percobaan I, SD N Pujokusuman, SD Muhammadiyah Sukonandi, SD Muhammadiyah Sapen Yogyakarta where supporting and inhibiting factors of each elementary school became the object of different research.

1. Supporting Factors

Generally, there are 4 supporting factors that can affect the implementation of the school committees' roles at SD N Ungaran I, SD N Serayu, SD N Percobaan I, SD N Pujokusuman, SD Muhammadiyah Sukonandi, SD Muhammadiyah Sapen Yogyakarta namely:

- a. Composition management involving all parties (stakeholders). This factor helps and facilitates more to the school committees in carrying out its roles and functions, because all policies and working programs implemented based on the consent of all parties concerned (stakeholders).
- b. Awareness of the schools towards school committees' functions and roles that can contribute to improve the quality of education.
- c. There is three-party cooperation (school committees, schools and societies).

There is high awareness of student parents to school activities. This is showed when they are invited by schools such as giving students' report, meeting with the schools, farewell event and others. Attitude change addressed by student parents. They wanted to have good cooperation with school committees and schools. With the existence of school committee, parents felt they were more appreciated. They were always invited to the meeting to discuss issues of school development.

While at SD Muhammadiyah Sapen Yogyakarta, there were 2 supporting factors that may affect roles of school committees. They include:

- a. There is a high commitment from societies to the advancement of their children education.
- b. The majority of school committees have a background as educated people who have the knowledge and experience of works of the organization and awareness in improving the

quality of education. This can be seen from the composition of the professional majorities as lecturers and teachers graduated from S1 to S-3.

2. Inhibiting Factors

Low roles of school committees at SD N Pujokusuman I, SD N Serayu, SD Muhammadiyah Sukonandi, based on the general findings, were caused by 4 things, namely:

- a. The low awareness of schools in involving the school committees. This condition indicates the arrogance of school bureaucracy. This arrogant attitude was shown by not giving the opportunity to the school committees to carry out their roles and functions. It occurred due to the composition of school committees that were dominated by people from the school bureaucracy. This may implicitly indicates that the school bureaucracy did not have any moral commitment and political will to empower local societies in the school management. As a result, it could weaken the position of power sharing of the school committees to the school institutions in school management.
- b. The loss of control roles of the school committees to the schools. This phenomenon occurred because the role conflict where the majority of school committees at SD N Pujokusuman I and SD N Serayu have double status, i.e. as school bureaucrats (teachers or head masters) and school committee staffs. In such conditions there is no party that controls and is controlled. Because of these conflict roles, then the school committee as a forum of society participation in school management that is accountable, transparent and democratic would be difficult to be realized. On the contrary, the school management tends to be closed management.

- c. The recruitment members and school committee staffs conducted by the head masters by pointing nearest people, which eventually school committees became powerless then they did not dare to give criticism to the school bureaucracy.
- d. Many jobs causing school committee staffs could not attend the meetings, because meetings are often held on working days, so it is collided with their working hours. These factors implicated for the lack of their intensity meeting both formal and non formal. This occurred at SD N Pujokusuman and SD N Muhammadiyah Sukonandi Yogyakarta

There is no financial transparency of the school committees. This factor occurred due to lack of regular meetings to discuss specific financial issues, even the majority of school committee staffs are apathetic creating a mutual distrust between the school committee staffs.

Conclusion

The role of the school committees as an advisory agency at SDN Percobaan I, SDN Serayu, SD Muhammadiyah and SDN Sukonandi Pujokusuman I in Yogyakarta was merely formality. The communication process tended to be one-way instead of two-way. This can be seen from the process of composing RAPBS and legalizes it to be APBS as the annual program. Although the process of composing involves the school committee, its involvement was limited to agree and sign the plan. The role was to fulfil the administrative requirements required by Diknas bureaucracy. Besides RAPBS, the school committees at SD N Percobaan I, SD N Serayu, SD Muhammadiyah Sukonandi and SD N Pujokusuman I in Yogyakarta were also still limited to give advisory in terms of provision of school infrastructure. They were

considered not to have the authority to deal with educational problems.

The role of the school committees as a supporting agency at SDN Percobaan I, SDN Serayu, SD Muhammadiyah Sukonandi, and SDN Pujokusuman I in Yogyakarta was relatively similar to its roles as an advisory agency, giving priority more on physical programs. The roles of the committees as a controlling agency at SDN Percobaan I, SDN Serayu, SD Muhammadiyah Sukonandi, and SDN I Pujokusuman in Yogyakarta, based on the findings in the field, tended to monitor instead of control. Meanwhile, the role of the school committees as a mediating agency tended to give small contribution. In sum, the role of the school committees as a forum of society participation in the schools analysed above was still not implemented adequately. Generally, these are caused by 2 things: 1). The low education and employment factors of the school committees from the school bureaucracy. 2). The recruitment of members and school committee staffs conducted by the head masters by pointing the nearest people, which eventually the school committees became powerless then they did not dare to give criticism to the school bureaucracy.

Nonetheless, the role of the school committees at SDN Ungaran I and SD Muhammadiyah Sapan Yogyakarta was able to function properly. The communication process between the school committees and the school was two-way, involving a dynamic interaction between the staffs and members of school committees. The role of school committees were unlike the old model of BP3. Accountability and transparency in the school management at SD N Ungaran I and SD Muhammadiyah Sapan Yogyakarta were also better compared to that of SDN Percobaan I, SDN Serayu, SD Muhammadiyah Sukonandi, and

SDN Pujokusuman I.

From the statement above, at the elementary school, school committees were not ready to implement society based school management positioning societies, schools, and governments become equal partners in education management.

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Editorial Policy and Manuscript Writing Style

Editorial Policy

The Indonesian Journal of Communication Studies (IJCS) is a journal published by the School of Communication Studies, Faculty of Social and Political Sciences, Universitas Pembangunan Nasional “Veteran” Yogyakarta, Indonesia. The IJCS published twice a year, and invites manuscripts in the areas of media and journalism, broadcasting, advertising, public relations, corporate communication, interpersonal communication, international communication, intercultural communication, new media technology, media and culture, popular culture, publishing, and communication theories. The IJCS accepts articles on any critical thinking of communication issues as well as research report that meet the standards established for publication in the journal. The primary audience of the journal includes academicians, graduate students, practitioners, and others interested in the communication studies.

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An abstract should be presented on the same page as the title preceding the text of the manuscript. The abstract should inform the reader of the manuscript's topic, its methods and procedures adopted and a condensed summary of the findings. Key words should be provided at the end of the abstract. The main section of an article should start with an introductory section which provides more details about the paper's purposes, motivation, research methods and findings. Both the abstract and the introduction should be relatively non-technical, yet clear enough for an informed reader to understand the manuscript's contribution.

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To assure anonymous review, authors should not identify themselves directly or indirectly in their papers.

A cover page should include the title of the paper, the author's name, title and affiliation, mailing address, phone and fax number, email address, any acknowledgements, and a footnote indicating whether the author would be willing to share the data.

All pages, including tables, appendices and references, should be serially numbered.

Reference system must follow the American Psychological Association (APA) system of referencing, e.g: Curran, J & Gurevitch, M. (2005). *Mass media and society*. London: Hodder Arnold.